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TOMMY the who





the who



We must apologize for not making your job simpler by telling you a rather traditional background story. Sorry, but THE WHO did *not* start out as a skiffle group, struggling along till a lucky break brought them instant fame. In fact, before they combined ideas and efforts, all four of the boys were quite anti-pop-groups. And none of them had possessed a life-long ambition to make a living as a musician.

The only common factor in their beginnings is a geographic one. They all come from roughly the same part of London — an area known as Shepherds Bush. We're not surprised if you're not familiar with that part of town, because apart from being the setting of a "breakaway" prison called Wormwood Scrubs, there are really no distinguishing characteristics about Shepherds Bush. It's a neighborhood where most of the boys are much more likely to join a gang than to play a guitar. But then, our boys were exceptions to the established rules.

Short pause in our story, folks . . . before going on, it's about time we quickly introduced THE WHO by name: the lead singer is ROGER DALTREY; lead guitarist is PETE TOWNSHEND; bass guitarist is JOHN ENTWISTLE; drummer is KEITH MOON. Please don't be offended if we ask you to take special note of the spelling of their surnames. You see, they all go under their real names, and those ancestors had absolutely no thoughts of consideration for members of the press when deciding on family titles. Anyway, back to our tale . . .

Now Roger and John had a slightly more conventional beginning in the music business. Of course, it all started while they were at school. John was planning to pursue a career in the British equivalent of the Internal Revenue department, and Roger was practicing to be a con man, (of the nicest possible variety, of course!). But in the course of their studies, they met up with a couple of other guys who wanted to make some easy money, so were forming a pop group to play at local dances. John was already a French Horn player in a youth orchestra, so reckoned he could easily learn how to handle a guitar. And Roger was always keen to conquer something new, so he picked up a guitar as well. Thus a run-of-the-mill group known as The Detours was formed.

It was fated to be just a nowhere group, playing only copy versions of records which were currently popular. About the only good result was that this whole venture led to John and Roger taking music a bit more seriously. But they were quickly fed up with the sort of stuff The Detours were playing. They reasoned that if one wanted to play in this musical game, one should at least try to be somewhat more original. When they tried to put their thoughts across to the other members of the group, John and Roger were quickly written off as a couple of weirdos and replaced by more conventional thinkers.

That something drastic came about in a very unexpected manner. It was one afternoon in a local hangout center. John and Roger were expounding what they considered to be their very superior views about pop music, when this odd character started to answer back. This caught them off-guard, because no one ever dared to join them when they were going on this topic! But then, the guy called Pete was known as something of a weirdo anyway. He was always playing this way-out music on the jukebox. Rumor had it that he played guitar, but he wasn't in a group or anything, so folks just classed him as one of those rather peculiar art students, and left it at that.

Pete began dramatically arguing with John and Roger about how useless most pop groups were . . . they just played a load of rubbish and didn't strive to be creative. The boys were stunned at first. They thought perhaps this character had been listening in to their conversation and was now having them on. Sensing their suspicions, Pete invited them to come back to his garage — where he had built a complete studio which served as a sort of workshop. There he claimed to be constantly experimenting with different sound effects and combining his efforts on elaborate four-track tapes. It all sounded too good to be true! But once they saw this studio, which had even left Pete's Dad's car without a shelter as it took up so much space, they were convinced. Pete picked up a rather battered guitar and played a standard R&B number for them. He had given this standard tune a completely different arrangement, though John and Roger were knocked out to say the least!

They all got carried away with long discussions about the directions in which they thought pop should be heading. This led to long jam sessions and the inevitable decision that they could experiment with their ideas by forming a semi-pro group and see how audiences would react to the whole thing. They got hold of a drummer who was lurking about, and out to face the world they went.

Unlike the happily-ever-after stories, though, things just didn't click at first. They immediately realized where the trouble lay. It was the drummer. You see, they were basically a musical trio, with Roger just concentrating on singing now. So it was vital that they have a drummer who was more than adequate. Then one night it happened . . .

They were playing a gig near home when suddenly this long-haired lad who had been madly dancing in the audience jumped up on stage. Being cheeky as he is, he told Roger that he didn't much rate their drummer and thought he could do a much better job. "Have a go, then," Roger retorted — and that's just what Keith did. Even though he went through two sets of drumsticks in the first ten minutes, the other boys were delighted. Here was the drummer they needed, one who did far more than keep a beat, he signified something, and he was IN!

The next immediate problem was to come up with a suitable name. They'd been calling themselves The Highnumbers, but this was a nothing name, and they were definitely a happening group. Lots of suggestions were tossed around and out, and they finally settled on the craziest, most way-out idea that occurred to them — THE WHO.

Just about the time the boys were getting started, two enterprising young film directors were looking for an unusual pop group to feature in a documentary film. Kit Lambert and Chris Stamp were their names, and a most unlikely combination they were. Lambert, the son of a composer Constant Lambert, was a graduate of Trinity College, Oxford, and speaks in a very fast posh manner. Stamp, on the other hand, is the son of an East End tugboatsman, brother of film star Terence Stamp, and he dresses in Carnaby Street fashion and speaks in a broad Cockney accent. Pop music to them meant only subject matter for a film, nothing more. Then they met THE WHO.

It was in the crowded back room of a Railway Tavern on the outskirts of London where, after weeks of unsuccessful searching, Lambert first heard THE WHO. Instantly, he felt a total conviction that these were the boys they needed. The next night he drove Stamp out to see them at a hall where they were appearing. Although he couldn't get close enough to actually see them, Stamp felt a kind of excitement generating from the crowd blocking his way. He, too, was convinced. They felt so strongly about this group that within four days they had become the managers of THE WHO.

Lambert and Stamp had so much confidence in the potential of THE WHO that they gave up their jobs completely and poured all of their personal savings into promoting the group. Happily, their faith was justified.

THEN CAME SUCCESS . . .

Although they were tremendously big in several local areas around London, THE WHO decided that they must conquer the West End next. So their managers convinced the promoter of Soho's famous Marquee Club to book the group. He agreed to let THE WHO play at the club on Tuesday evenings, a night which was notoriously dead in the West End. But this was all to change.

Within a couple of weeks, the Marquee promoter was shocked to see all box office records being broken! Now the whole town was talking about this group who had made Tuesday nights the happening nights in Soho! Even to this day, the Marquee Club features its star attractions on Tuesdays.

Now that their name was all around, THE WHO felt ready to release a record. They recorded one of Pete Townshend's compositions called "I CAN'T EXPLAIN," and it came out early in 1965. Suddenly national attention focused on the boys . . . and the record soared into Britain's "Top Ten." Surprisingly, it also repeated its success in several other parts of the world, making THE WHO an international force to be reckoned with . . . and this was just the beginning!!



THEN . . . POP ART!!!

By the time of their first record success, THE WHO had developed their stage act into something truly incredible to witness. Pete had been experimenting with new concepts of guitar playing and was now incorporating feedback into their act, (an idea which has since been picked up by just about every group around — even the Beatles) and he was also indulging in wild antics such as ramming his guitar into the speaker cabinet in order to get special effects.

Then, almost by mistake, an image was born. Roger started sticking black tape on a white sweater, changing the designs each night. Unintentionally, the trick spread to the rest of the group. John bought dozens of old medals and pinned them all over a diamond-check jacket. Keith wore a white tee-shirt on which he had painted a bullseye target, the word "Pow!", and a picture of Elvis. And a Union Jack flag which Pete had draped over his speaker cabinet was now made into a jacket for him. Their ideas spread like wildfire.

From that point, THE WHO'S music was labelled as the Pop Art Sound. Their second record, "Anyway, Anyhow, Anywhere" was released and went straight into the charts. Now, no one could ignore the presence of THE WHO, they were on the pop scene to stay!

AND FROM THEN ON . . .

THE WHO have done no wrong! All of their releases have been instant smash hits in Britain and most other parts of the world. They are the highest paid working group in Europe today, still breaking box office records wherever they appear.

The only market in which success seemed to elude THE WHO for a while was America. But, finally that barrier, too, has been broken down. The group came to New York to appear on Murray The K's Easter show in March, 1967. Once they had been seen in this country, it all started to happen! For the first time, they had a single (Happy Jack) in the top twenty of U.S. charts, and that was just another beginning . . .

Summer of 1967 found them creating a nationwide sensation as they toured for ten weeks with Herman's Hermits. (And this was after they had knocked everyone out with a spectacular performance at the Monterey Pop Festival!) They recently made their U.S. TV debut on the Smothers Brothers Show, at which time they introduced the new single, "I Can See For Miles," and this disc is already roaring up the charts.

Yes, 1967 was the breakout year for THE WHO in America, and gives them even more right to the title, "THE WORLD'S MOST SENSATIONAL GROUP!"







TOMMY

the who

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Opera by Pete Townshend

(a) Composed by John Entwistle

(b) Composed by Keith Moon

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TOMMY

Words and Music by
PETER TOWNSHEND

Moderato

Chord diagrams: Gm, F

Tom-my, can you hear me? Tom-my, can you hear me?

Chord diagram: Edim

Tom-my can you hear me?

Chord diagrams: Cm7, Csus

Tom-my can you hear me? Tom-my can you hear me?

Chord diagram: Cm7

Can you hear me?

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D7



How can — he be — saved?



E♭maj7



See me,

Fsus



Feel — me,

F



See me, Feel — me,



Fsus



Touch me,

F

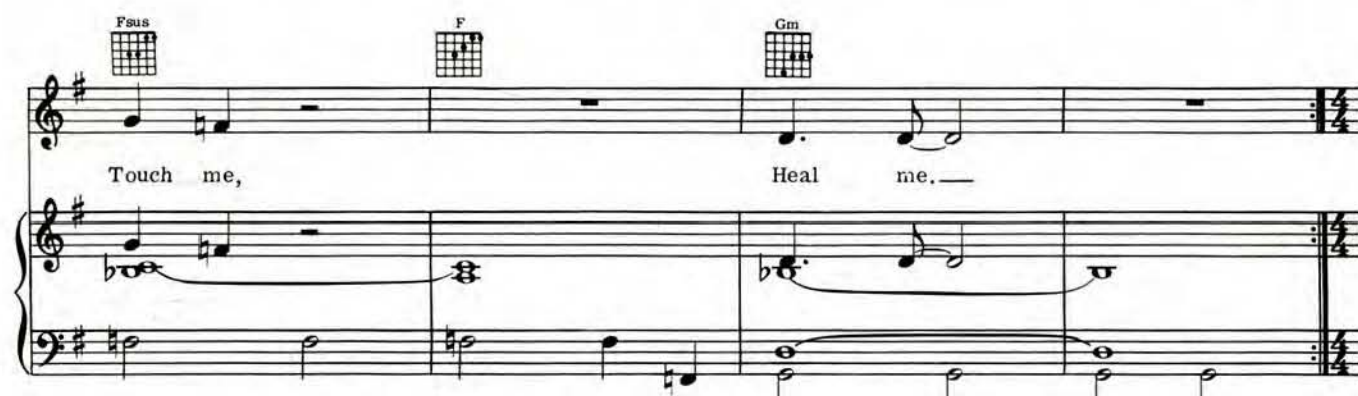


Touch me,

Gm



Heal me, —



Gm



Tom-my, can you hear me?

F



Tom-my, can you hear me?



Edim



Tom-my, can you hear me?

Cm7



Caus



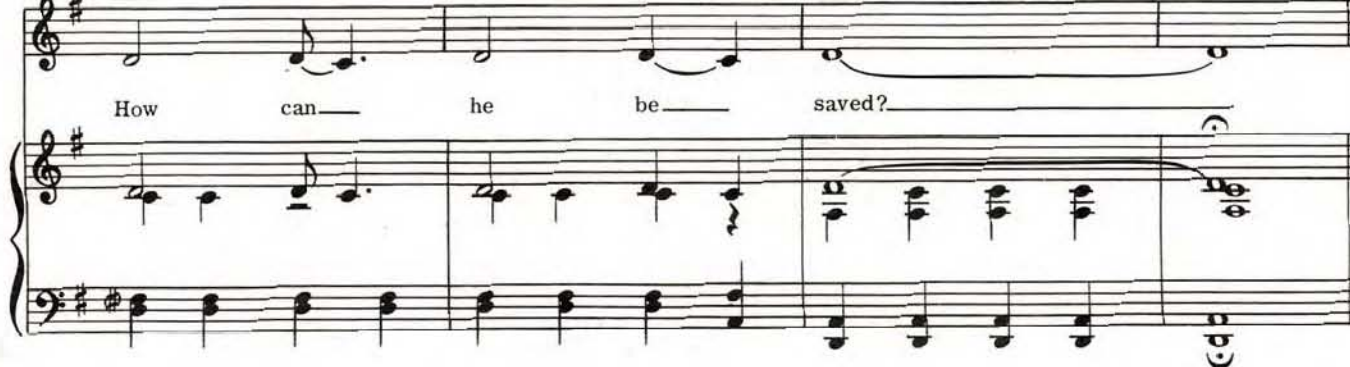
Tom-my, can you hear me? Tom-my, can you hear me?

Cm7



Can you, can you, can you hear me?

p7



How can he be saved?



OVERTURE

Words and Music by
PETER TOWNSHEND

Moderato

The musical score is written for guitar and piano. It begins with a 'Moderato' tempo marking. The guitar part is written in standard notation with chord diagrams above the staff. The piano part is written in grand staff notation (treble and bass clefs). The score is divided into five systems, each containing a guitar staff and a piano staff. The guitar chords are: C, Fm6, C, Gsus, G, Ebmaj7, Bbsus, Bb, Gm, Dsus, D, Gm, G, C, F, C, G, C, F, C, G, C, F, C. The piano part features a variety of musical notations, including whole notes, half notes, quarter notes, eighth notes, and sixteenth notes, as well as rests and dynamic markings like 'mf'.

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This page contains six systems of musical notation for guitar, each consisting of a treble and bass staff. The notation includes chords, melodic lines, and fingerings.

System 1: Treble staff has a long G chord (G4, B4, D5) spanning the first two measures, followed by a C chord (C4, E4, G4) in the third measure, and another G chord in the fourth measure. The bass staff has a simple eighth-note melody.

System 2: Treble staff features a sequence of chords: G, D, C, G, D, C, G, D, C, G, D, C. The bass staff has a melody with triplets (indicated by a '3' over the notes).

System 3: Treble staff features a sequence of chords: F, Bb, F, C, Bb, F, C, Bb, F, C, Bb. The bass staff has a melody with triplets.

System 4: Treble staff features a sequence of chords: F, C, Bb, F, C, Bb, A7, Dm. The bass staff has a melody with triplets.

System 5: Treble staff features a sequence of chords: Bb, Cmaj, C. The bass staff has a melody with triplets.

System 6: Treble staff features a sequence of chords: Ebmaj7, Fsus, F, G, Ebmaj7. The bass staff has a melody with triplets.

This page contains six systems of musical notation for guitar, each consisting of a guitar staff (treble clef) and a bass staff (bass clef). The notation includes various musical symbols such as notes, rests, and accidentals. Chord diagrams are provided for various chords, including F#sus, F, Em, B#sus, B, E, B, A, E, B, A, E, B, A, E, B, A, G#, C#m, A, E, B, E, B, E, B, E, A, B9, C, A, B9, E, A, B9, C, G, D, B, E, B, A, E, B, A.

System 1: Chords: F#sus, F, Em, B#sus, B. The guitar staff features a series of chords, while the bass staff has a simple bass line.

System 2: Chords: E, B, A, E, B, A, E, B, A, E, B, A. The guitar staff features a series of chords, while the bass staff has a simple bass line.

System 3: Chords: G#, C#m, A, E, B, E, B, E. The guitar staff features a series of chords, while the bass staff has a simple bass line.

System 4: Chords: B, E, B, A, B9, C, A, B9. The guitar staff features a series of chords, while the bass staff has a simple bass line.

System 5: Chords: E, A, B9, C, G, D. The guitar staff features a series of chords, while the bass staff has a simple bass line.

System 6: Chords: B, E, B, A, E, B, A. The guitar staff features a series of chords, while the bass staff has a simple bass line.

This page of musical notation is for guitar, featuring six systems of staves. Each system consists of a treble and bass staff. Chords are indicated by letters (F, C, Bb, G, Fsus) and their corresponding fingerings are shown in small diagrams above the notes. The notation includes various musical symbols such as notes, rests, and accidentals. The piece concludes with a double bar line and a final chord diagram.

Chord diagrams shown above the staves:

- System 1: F, C, Bb, F, C, Bb, G, C, F, C
- System 2: G, C, F, C, G, C, F, C
- System 3: G, C, F, C, Gsus, G
- System 4: Gsus, G, Gsus, G
- System 5: Gsus, G, Fsus
- System 6: F, Fsus, F, F

IT'S A BOY

Words and Music by
PETER TOWNSHEND

Moderato

mf

Cap - tain Wal - ker did - n't come home. His

un - born child will nev - er know him. Be -

lieve him miss - ing with a num - ber of men, Don't ex - pect to see him a - gain. —

D *C* *G* *D* *C* *G* *D* *D7sus* *G*

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It's a boy! — Miss-us Wal -

ker, It's a boy! — It's a boy! —

Optional falsetto — Mis-sus Wal - ker, It's a boy! — A

rit.

son! A son! A son! —



YOU DIDN'T HEAR IT

(1921)

Words and Music by
PETER TOWNSHEND

Moderato

mf

Got a feel-ing twen-ty-one is gon-na be a good year. Es - pec-ially if you — and me — see it in to-
 Got a feel-ing twen-ty-one is gon- nabe a good year. Es - pec-ially if you — and me — see it in to-

geth-er. So you think twen-ty-one is gon-na be a good year. —
 geth-er. Got a feel-ing twen-ty-one is gon-na be a good year. Es-

Could be good for — me and her, but you and her — no nev-er.
 pec- ially if you — and me — see it in — to - geth- er.

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To Coda

Cm Ab

I've got no rea-son to be ov-er op-ti- mis-tic, But some-how when you smile,— I can brave

Bbsus Bb Gsus G G C

bad wea-ther. What a-bout the boy?

G7 C G C G7 G C

What a-bout the boy? What a-bout the boy? He saw it all.—— You did-n't

F D7 G E7

hear it, you did-n't see it. You won't say noth-ing to no one ev-er in your life, You nev-er

Am C7 Bb F

heard it, — How ab-surd it all seems — with - out an- y proof, — You did- n't

D7 G E7

hear it, you did- n't see it. You nev- er heard it, — not a word of it! You won't say

Am C7 Bb F C G

noth- ing to no one. Nev- er tell a soul what you know is the truth. —

D.S. al Coda *Coda*

Bb sus

bad wea- ther. —

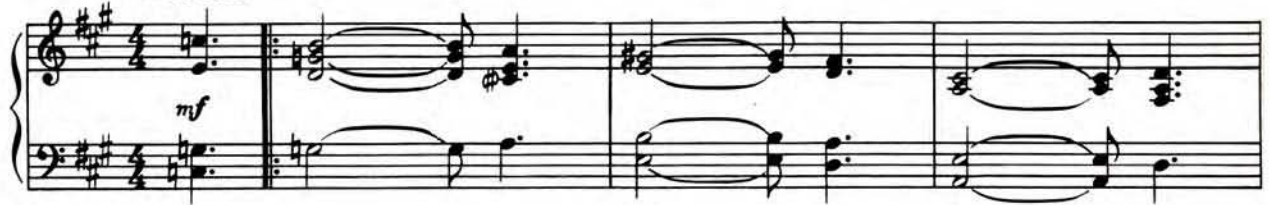
Bb Eb Abm 4th Fret Eb Abm 4th Fret Eb

(Sing last time only) What a- bout the boy?

AMAZING JOURNEY

Words and Music by
PETER TOWNSHEND

Moderato



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System 1 (Measures 1-6):

- Measures 1-2: Chords G and E.
- Measures 3-4: Chords A and D.
- Measures 5-6: Chords A and D.

System 2 (Measures 7-12):

- Measures 7-8: Chords A and C.
- Measures 9-10: Chords G and A.
- Measures 11-12: Chords E and D.

System 3 (Measures 13-18):

- Measures 13-14: Chords C and G.
- Measures 15-16: Chords A and E.
- Measures 17-18: Chords D and A.

System 4 (Measures 19-24):

- Measures 19-20: Chords G and A.
- Measures 21-22: Chords E and Dsus.
- Measures 23-24: Chords A and D.

Ten years old — with thoughts as bold — as thought can be. —
 Noth - ing to say — and noth-ing to hear — and noth-ing to see. —

A C G A E Dsus

Lov-ing life and be-com-ing wise in sim-my
Each sen-sa-tion make a note in my

CHORUS

A D A G7

pli-ci-ty. Sick-ness will sure-ly take the mind where
sym-pho-ny.

C Cm

minds can't us-u-al-ly go. Come on the Am-az-ing Jour-ney And

Dsus D7

learn all you should know. { A vague
— His

haze of de-li-ri-um creeps up-on me, All at once, a tall stran-ger I
 eyes are the eyes that trans-mit all they know, Spar-kle warm crys-tal-line

sud-den-ly see. He's dressed in a sil-ver sparkled glit-ter-ing gown And his
 glanc-es to show He is your lead-er, He is your guide on the Am-

gold-en beard flows near-ly down to the ground.
 az-ing Jour-ney, to-geth-er we'll ride.

1. 2.

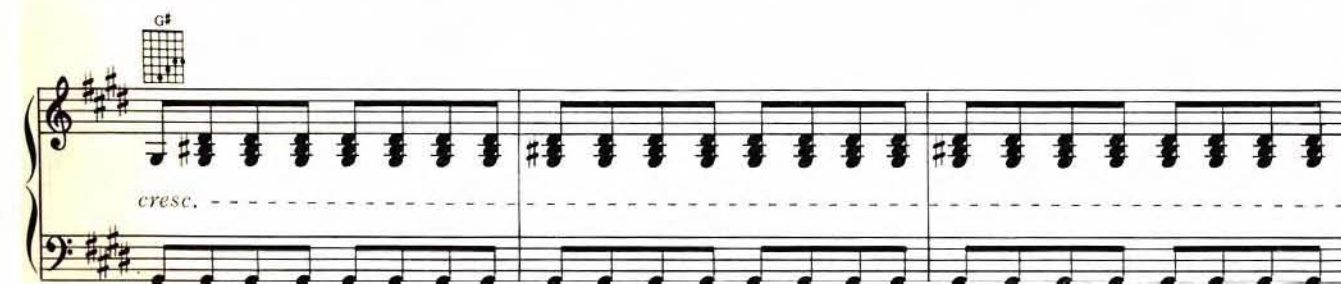
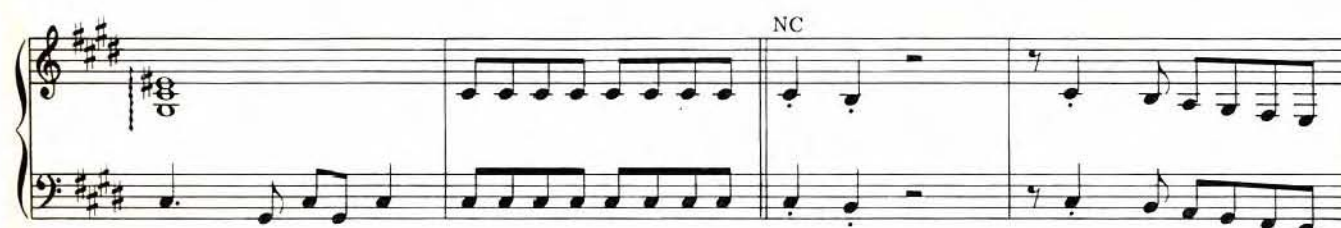
SPARKS

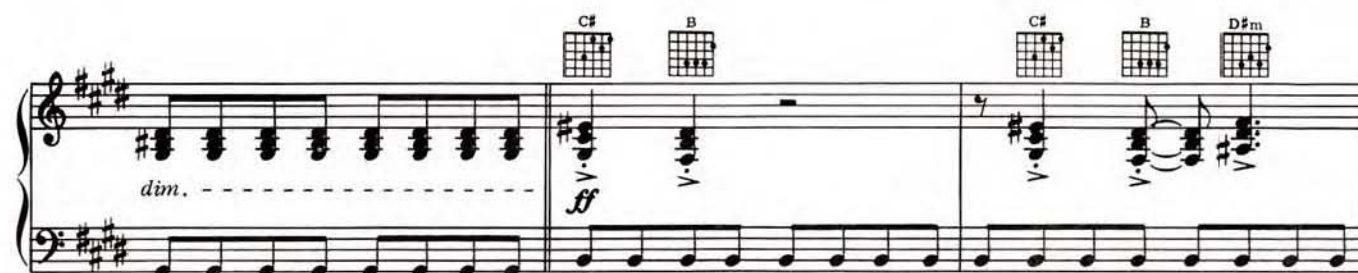
By
PETER TOWNSHEND

Moderato

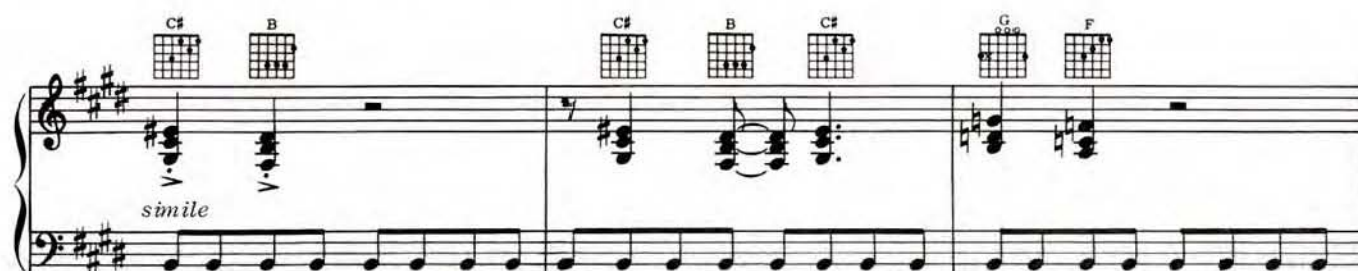
The musical score for 'SPARKS' is written for guitar and piano. It consists of five systems of music. The first system is marked 'Moderato' and 'mf'. The guitar part is in E major, with chords E, D, A, and E. The piano part is in E major, with a melody in the right hand and a bass line in the left hand. The second system continues the melody and bass line, with guitar chords D, A, E, D, and A. The third system continues the melody and bass line, with guitar chords E, D, A, and E. The fourth system continues the melody and bass line, with guitar chords D, E, and D. The fifth system continues the melody and bass line, with guitar chords C# and C#.

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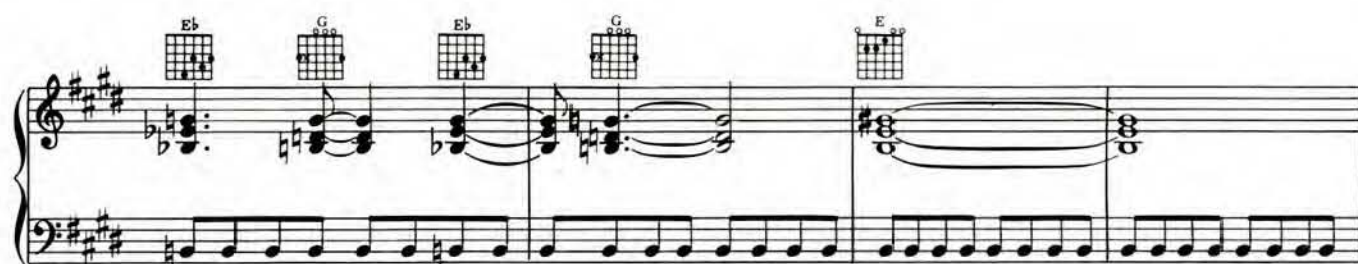
First system of musical notation. The treble clef staff features a series of chords, with a *dim.* (diminuendo) marking and a dashed line indicating a gradual decrease in volume. The bass clef staff contains a continuous eighth-note accompaniment. Chord diagrams for C# and B are shown above the treble staff. A *ff* (fortissimo) marking is present in the bass staff. The system concludes with a repeat sign.



Second system of musical notation. The treble clef staff continues with chords, marked with *simile* (simile) in the bass staff. Chord diagrams for C# and B are shown above the treble staff. The system concludes with a repeat sign.



Third system of musical notation. The treble clef staff features a series of chords, with chord diagrams for G, F, and G shown above. The bass clef staff contains a continuous eighth-note accompaniment. The system concludes with a repeat sign.



Fourth system of musical notation. The treble clef staff features a series of chords, with chord diagrams for E♭, G, E♭, and G shown above. The bass clef staff contains a continuous eighth-note accompaniment. The system concludes with a repeat sign.



Fifth system of musical notation. The treble clef staff features a series of chords, with a chord diagram for E shown above. The bass clef staff contains a continuous eighth-note accompaniment. The system concludes with a repeat sign.

First system of musical notation. The treble clef staff contains chords E, D, E, D, E, D, and A. The bass clef staff contains a continuous eighth-note bass line. The key signature has three sharps (F#, C#, G#).

Second system of musical notation. The treble clef staff contains chords E, D, E, D, and A. The bass clef staff continues the eighth-note bass line. The key signature has three sharps (F#, C#, G#).

Third system of musical notation. The treble clef staff contains chords E, A, B, E, D, E, and D. The bass clef staff continues the eighth-note bass line. A dynamic marking of *mp* (mezzo-piano) is present. The key signature has three sharps (F#, C#, G#).

Fourth system of musical notation. The treble clef staff contains chords E, D, E, A, E, F#, C#, and B. The bass clef staff continues the eighth-note bass line. The key signature has three sharps (F#, C#, G#).

Fifth system of musical notation. The treble clef staff contains chords A, Bmaj7, A, E, F#, C#, and B. The bass clef staff continues the eighth-note bass line. The key signature has three sharps (F#, C#, G#).

Sixth system of musical notation. The treble clef staff contains chords F#, G#m7, F#, G#m7, F#, G#m7, F#, G#m7, and F#. The bass clef staff continues the eighth-note bass line. The key signature has three sharps (F#, C#, G#).





CHRISTMAS

Words and Music by
PETER TOWNSHEND

Did you ev - er see the fac - es of the chil - dren? They get so ex -
round - ed by his friends, he sits so si - lent - ly, and un - a - ware of

ci - ted. _____
an - y - thing. _____

Wak - ing up on Christ - mas morn - ing,
Play - ing pox - y pin - ball, picks his

hours be - fore the win - ter sun's ig - ni - ted. _____
nose, and smiles and pokes his tongue at ev - 'ry - thing. _____

They be - lieve in dreams and all they mean, in - clud - ing Heav - en's gen - er - os - it - y. _____
I be - lieve in love, But how can men who've nev - er seen light be en - light - ened? _____

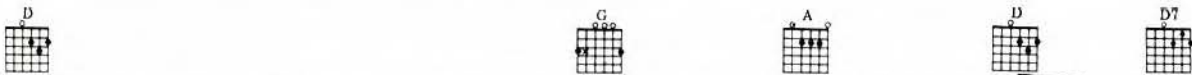
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G



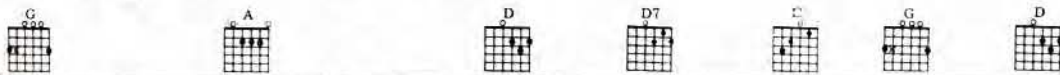
Peep-ing 'round the door to see what par-cels are for free, in cur - i -
On - ly if he's cured — will his spir- its fu - ture le - vel ev - er

D G A D D7



os - i - ty. — heigh - ten, — And Tom-my does-n't know — what day — it is, — He

G A D D7 C G D



does-n't know — who Je-sus was — or what pray-ing is, How can he — be saved

C G 1. A 2. A



from the e - ter — nal grave? Sur - grave?



COUSIN KEVIN

Words and Music by
JOHN ENTWHISTLE

Moderately

Chord diagrams: $A\flat$, $D\flat$, $A\flat$, $D\flat$, $A\flat$, $D\flat$, G , C , G , C , $F\sharp$, B , $F\sharp$, B , F .

Lyrics: We're on our own, Cou-sin, All a - lone, Cou-sin, Let's think of a game to play Now the grown-ups have all gone a - way. You won't be much fun, be-ing blind, deaf and dumb, But I've no one to play with to - day. Do you know how to play hide and

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seek? To find me, it would take you a week, But tied to that chair you won't go an-y-where, There's a








lot I can do with a freak. { 1. How would you feel if I turned on the bath;
 2. May - be a ci - gar - ette burn on your arm Would






Ducked your head un - der and start - ed to laugh? What would you
 change your ex - pres - sion to one of a - larm. I'll drag you a -







do if I shut you out - side To stand in the rain and catch
 round by a lock of your hair, Or give you a push at the

CHORUS

cold so_ you died?_ I'm the school_

top of_ the stairs._

bul-ly, The class - room cheat. The nas - ti - est play-friend you

ev - er could meet. { 1. I'll stick pins in your fin-gers And tread on your

2. I'll put glass in your din-ner And spikes in your

feet.

seat,

THE ACID QUEEN

Words and Music by
PETER TOWNSHEND

Fairly Bright (in 4)

If your child ain't all he should be now— This

girl {could will} put him right. I'll show him what he could be now, Just give me, one—

night. I'm the gyp - sy, The A - cid Queen; — Pay be - fore we

start. — The gyp - sy. I'm guar - an - teed — to tear your soul a - part.

Fine

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Give us a room — and close the door; Leave us for — a while. Your

boy won't be a boy — no more; Young, but not a child. — I'm the

gyp - sy, The A - cid Queen — Pay be - fore we start. — The

gyp - sy, I'm gua - ran - teed — to tear your soul a - part. —

C Dm7 G Dm G

Gath-er your wits—and hold on fast,— Your mind— must learn to roam,

Gsus Dm7 Em D A

Just as the gyp - sy queen— must do,— You're gon - na hit the road.

B Bsus B E Em G A

My work is done,— now look at him, He's nev-er been more— a -

E Em G F#m B7

live. His head, it shakes,— his fin-gers clutch,— Watch his bod-y— writhe.

B E B E

I'm the gyp - sy, The A - cid Queen, Pay be - fore we

B E B Em D A

start. (I'm) The gyp - sy, I'm guar - an - teed to break your lit - tle heart.

A D A7 D A7 A

A D A7 E D A

D. S. al Fine §

If your

UNDERTURE

Moderately Bright (in 4)

By
PETER TOWNSHEND

The musical score for 'Underture' is written for piano. It is in 4/4 time and the key of D major (two sharps). The tempo/mood is 'Moderately Bright'. The score consists of five systems of music. The first system includes a guitar chord diagram for C# (C#4, D#4, E4, F#4, G#4, A4, B4). The second system includes a guitar chord diagram for B (B2, C#3, D#3, E3, F#3, G#3, A3). The third system includes a guitar chord diagram for C# (C#4, D#4, E4, F#4, G#4, A4, B4). The fourth system includes a guitar chord diagram for C# (C#4, D#4, E4, F#4, G#4, A4, B4). The fifth system includes a guitar chord diagram for A (A2, B2, C#3, D#3, E3, F#3, G#3). The score features various musical notations including chords, single notes, and a final section marked 'fp' (fortissimo) with a long note in the right hand and a rhythmic pattern in the left hand.

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NC

mp

G#

cresc. - - - - - *dim.*

C# B C# B D#m C# B C# B

f

G F G F G F G

Eb G Eb G Eb G Eb G

E E

First system of musical notation. The treble clef staff features a sequence of chords: E, A, E, A, D, E, A, B. The bass clef staff contains a continuous eighth-note accompaniment. The key signature is three sharps (F#, C#, G#).

Second system of musical notation. The treble clef staff features a sequence of chords: Ab, B, A, B, Ab, B. The bass clef staff continues the eighth-note accompaniment. The key signature is three sharps (F#, C#, G#).

Third system of musical notation. The treble clef staff features a sequence of chords: Ab, B, Ab, B, Ab, B, G#m. The bass clef staff continues the eighth-note accompaniment. The key signature is three sharps (F#, C#, G#).

Fourth system of musical notation. The treble clef staff features a sequence of chords: C#m. The bass clef staff contains a continuous eighth-note accompaniment. The key signature is three sharps (F#, C#, G#). The marking *cresc. poco a poco* is present.

Fifth system of musical notation. The treble clef staff features a sequence of chords. The bass clef staff contains a continuous eighth-note accompaniment. The key signature is three sharps (F#, C#, G#).

Sixth system of musical notation. The treble clef staff features a sequence of chords. The bass clef staff contains a continuous eighth-note accompaniment. The key signature is three sharps (F#, C#, G#).

This page contains six systems of musical notation for a piano piece. Each system consists of a grand staff (treble and bass clefs) and guitar-style chord diagrams. The key signature is three sharps (F#, C#, G#).

- System 1:** Treble clef has a continuous eighth-note melody. Bass clef has sustained chords. A single chord diagram for C# is shown above the staff.
- System 2:** Treble clef continues the eighth-note melody. Bass clef has sustained chords. A single chord diagram for C# is shown above the staff.
- System 3:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. A single chord diagram for C# is shown above the staff.
- System 4:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. Chord diagrams for C# and B are shown above the staff.
- System 5:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. Chord diagrams for C#, B, and D#m are shown above the staff.
- System 6:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. Chord diagrams for C#, B, and D#m are shown above the staff.
- System 7:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. Chord diagrams for C#, B, and C# are shown above the staff.
- System 8:** Treble clef has sustained chords. Bass clef continues the eighth-note melody. Chord diagrams for C#, B, and Eb are shown above the staff. The piece concludes with a *poco rit.* marking.



DO YOU THINK IT'S ALRIGHT?

Fairly Bright

Words and Music by
PETER TOWNSHEND

Do you think it's al - right to leave the boy with un - cle

Er - nie? Do you think it's al - right? Do you think it's al - right?

He's had a few too man - y to - night. I think it's al - right. I think it's al - right.

right, I think it's al - right, Yes, I think it's al - right. Do you think it's al - right? I think it's al - right.

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FIDDLE ABOUT

Words and Music by
JOHN ENTWHISTLE

Moderato



G D G C Eb F G

I'm your wick-ed Un-cle Er-nie, I'm glad you won't see or hear me as I fid-dle a - bout,

The first system of the song features a vocal melody line with guitar chords indicated above it. The piano accompaniment is shown below the vocal line. The key signature has one sharp (F#).

F G F G G D G C Eb

Optional
falsetto ----

fid-dle a - bout, fid-dle a-bout! Your moth-er left me here to mind you, Now I'm do-ing what I want to,

The second system continues the vocal melody and piano accompaniment. An optional falsetto line is indicated for the final note of the phrase. The key signature has one sharp (F#).

F G F G F G G Gb F

Fid-dl-ing a - bout, fid-dl-ing a - bout, fid-dle a-bout. Down with the bed clothes,

The third system concludes the song with a final vocal phrase and piano accompaniment. The key signature has one sharp (F#).

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up with your night-shirt! Fid-dle a - bout, fid-dle a - bout, fid-dle a-bout!

Fid-dle a - bout, fid-dle a - bout,

fid-dle a - bout! You won't shout as I fid-dle a - bout, Fid-dle a - bout,

fid-dle a - bout, fid-dle a-bout, Fid-dle,— fid-dle,— Fid-dle!—

4 times *6 times*

PINBALL WIZARD

Words and Music by
PETE TOWNSHEND

Brightly (♩ 132)

Chords: Bm, Bmsus, F#7sus, F#7, F#m7, Em, F#, Bsus, B, Bsus, B, Bsus, B, Bsus.

simile

1. Ev-er since I was a young boy — I
stands — like a stat-ue, — be-comes
Ain't got no dis-trac-tions, — can't

4. He's been on my fav-'rite tab-le, —

mf

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B **Asus**

played the sil - ver ball; From So - ho down to Brigh - ton I
 part of the ma - chine, Feel - in' all the bump - ers,
 hear no buz - zes and bells, Don't see no lights a - flash - in'
 He can beat my best, His dis - ci - ples lead him in And

A **Gsus**

must have played 'em all But I ain't seen noth - in' like him in
 al - ways play - in' clean, Plays by in - tu - i - tion, the
 plays by sense of smell, Al - ways gets a re - play
 he just does the rest. He's got cra - zy flip - pin' fin - gers,

G **F#sus**

an - y a - muse - ment hall. }
 dig - it coun - ters fall. } That deaf, dumb and blind kid
 nev - er seen him fall. }
 nev - er seen him fall. }

F#7 **B** **A** **D** **E** **B** **A** **D** **E**

To Coda

sure plays a mean pin - ball,

1. 2. He's a pin - ball wiz - ard there has — to be a twist, A
 3. I thought I was — the bod - y - ta - ble king, But

pin - ball wiz - ard, got such a sup - ple wrist —
 I just hand - ed my pin - ball crown to him. —

1. 2. How do you think — he does — (I — don't know. —)

What makes him — so — good? — 2. He
 3. —

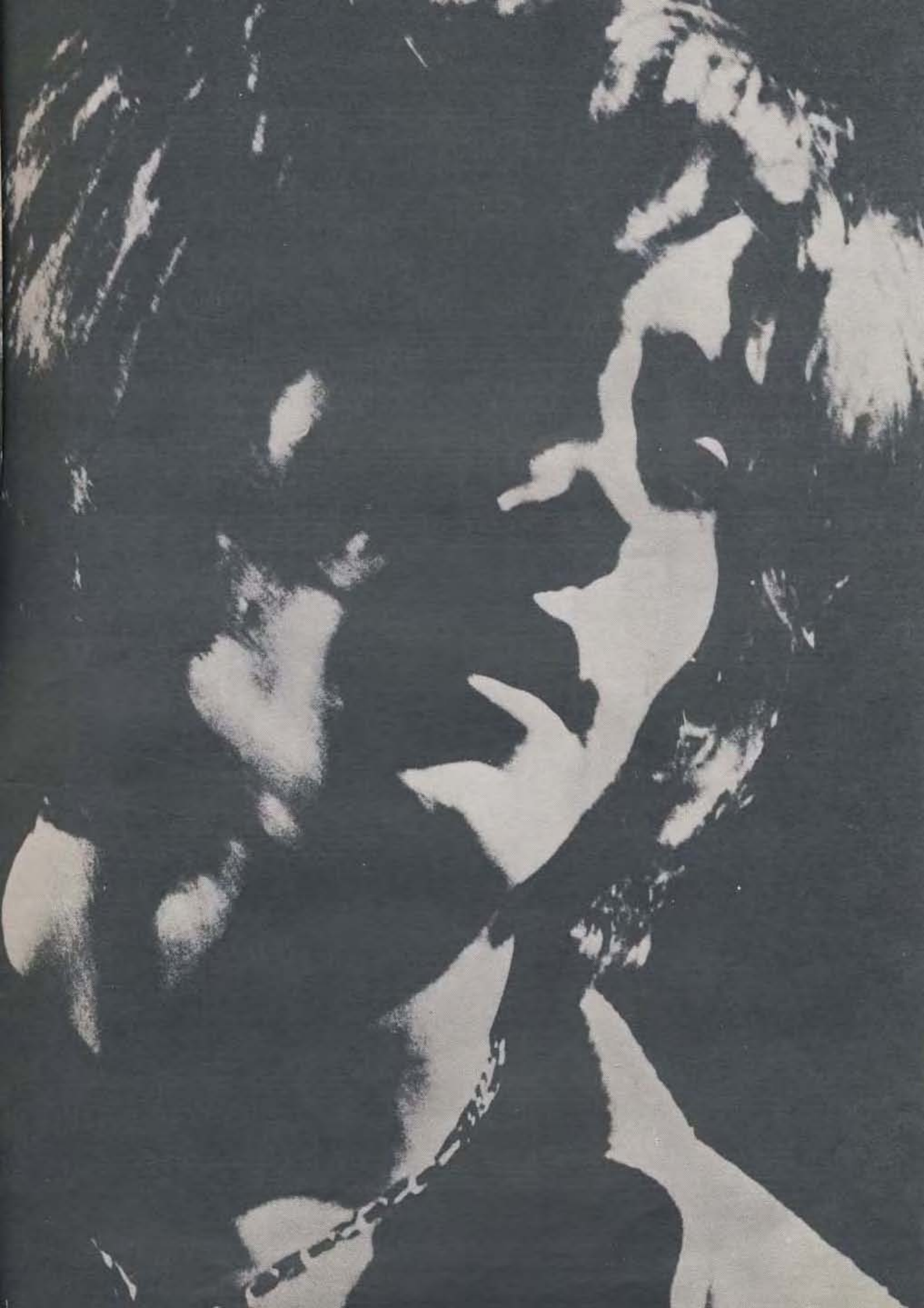
3. D.S. al Coda

Coda

ball.









THERE'S A DOCTOR (I'VE FOUND)

65

Words and Music by
PETER TOWNSHEND

Moderato

There's a man I've found could bring us all joy, — There's a

doc-tor I've found could cure the boy, A doc-tor I've found can cure the boy.

There's a man I've found could re - move his sor - row, He

lives in this town, Let's see him to - mor - row. Let's see him to - mor - row, —

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GO TO THE MIRROR BOY

Words and Music by
PETER TOWNSHEND

Moderately Slow

1. 2.

mf

He seems to be com-plete-ly un-re-cep-tive, Of-ten won-der-what he is feel-ing; The tests I gave him showed no sense at Has he ev-er heard a word I've

all, said? His eyes re-act to light, the dials de-tect it. He Look at him now, in the mir-ror, dream-ing. What is

hears, but can not ans-wer to your call. hap-pen-ing in his head?

To Coda

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See me, feel me,— touch me, heal me.







See me, feel me,— touch me, heal me.







I've kicked him, rubbed him, hit him, licked him,
 There is no chance, no un-tried op-er-
 His eyes can see, his ears can hear, his











loved him; Ev - 'ry - thing in vain to let him know. I'm
 -a - tion; All hope lies with him and not with me. Im-
 lips speak; All the time the need - les flick and rock. No ma -

G#7 C#m Amaj7

here, my son, your dad, I wait for your sign,—
 -ag-ine though the shock from i - so - la-tion—
 -chine can give the kind of stim - u - la-tion—

And in my heart, frus-tra-tion ov - er -
 When he sud-den-ly can hear and speak and
 need-ed to re-move his in - ner

B7sus 1.2 B 3. B

flows. _____
 see. _____
 block. _____

B

Go To The Mir-ror,— boy! Go To The Mir-ror,—boy!

D.S. al Coda

Coda B A C

List'-ning to you,— I get the mu - sic; Gaz - ing at you,—

— I get the heat. Fol- low- ing you, — I climb the moun- tain; I get ex-

- cit - ment at your feet! — Right be - hind you, I see the

mill - ions; On you, I see the glo - ry. From you, I get op -

- in - ions; From you, I get the sto - ry.

E B A E B A E B A E B A

G#7 C#m A maj7

What is hap-pen-ing in his head? Ooh!

B sus B7 sus F B A

I wish I knew; I wish I knew.

E B A E B A E B A E



TOMMY CAN YOU HEAR ME?

Words and Music by
PETER TOWNSHEND

Fairly Bright

Tom - my, can you hear me? Can you feel me near you?

Tom - my can you see me? Can -

I help to cheer you? Ooh! Tom - my, Tom -

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jade





SMASH THE MIRROR

Words and Music by
PETER TOWNSHEND

mf

You don't answer my call with even a nod or a wink, But you gaze at your own reflection. (Al-right) You don't

seem to see me. But I think you can see your-self. How can the mirror affect you?

Can you hear me, or do I surmise that you fear me? Can you feel my

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tem-per rise, rise, rise, rise, rise, rise, rise, rise,

rise, rise, rise, rise, rise? _____ Do you hear or fear, or

do I smash the mir - ror? _____ Do you hear or fear, or

do I smash the mir - ror? _____ (tacet) rubato

SENSATION

Words and Music by
PETER TOWNSHEND

Fairly Bright (in 4)

mf

1. I ov - er - whelm - as I ap - proach you, Make your lungs hold breath
2. wor - ship me and all I touch Ha - zy eyed they

— in — side! Lov - ers break — car -
catch my glance! Pleas - ant shud - ders

- res - es for me Love en - hanced when I've gone by
shake their sen - ses, My warm momen - tum throws their stance.

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CHORUS






You'll feel me com-ing, — A new vi-bra-tion. —





optional falsetto


— From a - far you'll see me, — I'm — a Sen-sa-tion — I'm —





— a Sen sa tion. — They Soon you'll see — me, Can't you feel — me? I'm

2. tacet






com-ing! Send your trou-bles danc - ing, I know the ans - wer, I'm com-ing,

E7 A7

I'm com-ing, — I'm a Sen-sa-tion, — I

E Esus E Esus E Esus E D

leave a trail of root-ed peo - ple. Mes-mer-ized by just the sight, —

E Esus E Esus E Esus E

— The few I touched — now are dis-ci - ples, Love as one, — I am the

D

light, —

Repeat ad lib and fade-out

MIRACLE CURE

Words and Music by
PETER TOWNSHEND

Fairly Bright

Ex - tra! Ex - tra! Read — all a - bout it! The Pin - ball - Wiz - ard in a mir - a - cle cure! —

Ex - tra! Ex - tra! Read — all a - bout it! Ex - tra!

Ex - tra! Ex - tra! Read — all a - bout it! The Pin - ball - Wiz - ard in a mir - a - cle cure! —

Ex - tra! Ex - tra! Read — all a - bout it! Ex - tra!

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SALLY SIMPSON

Words and Music by
PETER TOWNSHEND

Moderately

mf

Out - side the house Mis - ter Simp - son an - nounced that Sal - ly could - n't go to the meet - ing. — He

went on clean - ing his blue Rolls - Royce, and she ran in - side a weep - ing. — She

got to her room and tears — splashed a pic - ture of the new — Mess - i - ah, — She

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picked up a book of her fath-er's life, and threw it on— the fi - re. (1, 2, 4, 6.) She (3, 5.) The

CHORUS

1. 2. 4. 6.

knew from the start deep down in her heart— That she and Tom - my were worlds-a-part. —

To Coda

But her moth-er said, "Nev-er mind, your part— is to be what you'll

be".

2. The crowd went cra-zy as Tom-my hit the stage. Lit-tle
 3. She ar- crowd went cra-zy as Tom-my left the stage. Lit-tle
 5. Her

Sal-ly got lost as the po-lice bossed the crowd back in a rage. 4. But
 Sal-ly was lost for the price of a touch, and a gash up - on her face. 6. Ooh!

D.S. al Coda

Verse 2. The theme of the sermon was "Come unto me, and love will find a way,"

So Sally decided to ignore her dad, and sneak out anyway.

She spent all afternoon getting ready, and decided she'd try to touch him.

Maybe he'd see that she was free, and talk to her this Sunday.

She (To 2nd Chorus)

Verse 3. She arrived at six and the place was swinging to gospel music by nine.

Group after group appeared on the stage, and Sally just sat there crying.

She bit her nails looking pretty as a picture, right in the very front row,

And then a D.J. wearing a blazer with a badge ran on and said "Here we go!"

The (3rd Chorus)

Verse 4. But soon the atmosphere was cooler as Tommy gave a lesson;

Sally just had to let him know she loved him and leaped up on the rostrum;

She ran across the stage to the spot-lit figure, and touched him on the face;

Tommy turned around as a uniformed man threw her off the stage.

She (To 4th Chorus)

Verse 5. Her cheek hit a chair and blood trickler down mingling with her tears,

Tommy carried on preaching and his voice filled Sally's ears.

She caught his eye, she had to try, but he couldn't see through the lights.

Her face was gashed and the ambulance men had to carry her out that night.

The (To 5th Chorus)

Verse 6. Sixteen stitches put her right, and her dad said, "Don't say I didn't warn yer!"

Sally got married to a rock musician she met in California.

Tommy always talks about the day the disciples all went wild.

Sally still carries a scar on her cheek to remind her of his smile.

She (To 6th Chorus)

Coda

be."

I'M FREE

Words and Music by
PETER TOWNSHEND

Moderately

mf

E G A B E G A B

I'm Free! Free! I'm Free! And I'm

free-dom tastes of re-al-i-ty. I'm

wait-ing for you to fol-low

1. D

2. B Bm

me. If I told you what it takes to reach the high-est high,— You'd

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laugh, and say "Noth-ing's that sim-ple." But you've been told man-y times be-fore, Mess-

- i - ahs point-ed to the door,— No one had the guts— to leave— the tem-ple!— I'm

Free! I'm— Free!— And free-dom

tastes— of re-al-i-ty,— I'm Free! I'm—

Falsetto

E G A B G A

Free! — And I'm wait-ing — for you — to fol-low me. —

B Bsus B Bsus B

Falsetto
Bsus B Bsus B Bsus B

How can we fol - low? — How can we fol - low? —

Bbsus Bb Asus A Absus Ab Gsus G F#sus F#

Oh! —

Em Bm7 Em Bm7 Em Bm7 G

And you, ba-ker, — Lit-tle old la - dy, Wel-come, And you, shoe-ma-ker, — Come to this house;

F C G D G D

In - to this house. — Come to this house, Be one of —

G D G D G D G D G D G

us, Make this your house, Be one of — us.

Em Bm7 Em Bm7 Em Bm7 Em Bm7

You can help col - lect some more in; Young and old peo - ple, let's get them all in!

Chord diagrams: A, D, C, Bm7

Come to this house; In - to this house.

Chord diagrams: E, D, E, D

Poco Piu Mosso

Poco Piu Mosso

Chord diagrams: E, D, E

Ask a-long that man who's wear-ing a car - na - tion, Bring ev-Jry sin-gle per-son from Vic-

Ask a-long that man who's wear-ing a car - na - tion, Bring ev-Jry sin-gle per-son from Vic-

Chord diagrams: D, E, D

-tor - i - a Sta - tion. Go in-to that hos - pi-tal and bring the nurs-es and pa-tients. —

-tor - i - a Sta - tion. Go in-to that hos - pi-tal and bring the nurs-es and pa-tients. —

Tempo I

E A E A E

Ev-ry-one go home and fetch their re-la - tions. Come to this house, Be one of the comf-'ta-ble peo-

Rall.

A E A E A E A E

ple. Lov - e - ly bright home, Drink-ing all night nev-er sleep-ing.—

A E A D C D C

(Spoken) Excuse me, sir, there's more at the door. There's (Sung)

(♩ = ♩)

D C D C Play 3 times D C E

more at the door, There's more at the door, There's more at the door, There's more! —

(♩ = ♩.)

Em Bm7 Em Bm7 Em B Em Em B G D

We need more room; Build an ex-ten-sion, A col-or-ful pal-ace. Spare no ex-pense, now, Come to this house,

G D7 G D7 G D7 G D7 G D7 G D7 G D7

Be one of — us, Come in - to this house, Be one of — us.

G Em Bm7 Em Bm7 Em Bm7 Em Bm7 A

Come to this house;

D C Bm7 E N.C. E N.C.

In - to this house. (Spoken) Welcome!

Rall. *Ad lib.*

TOMMY'S HOLIDAY CAMP

Words and Music by
KEITH MOON

Brightly



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Nev - er mind the weath - er, — when you come to Tom - my's, — The

The first system of the musical score is in E major (three sharps). It consists of a vocal line and a piano accompaniment. The vocal line has a melody with eighth and quarter notes, and a few rests. The piano accompaniment features a steady eighth-note bass line and chords in the right hand.

hol - i - day's for - ev - er! —

To Coda

The second system continues the melody. The vocal line has a long note followed by a rest. The piano accompaniment continues with the same rhythmic pattern. A "To Coda" symbol is placed above the vocal line.

E

The third system begins with a guitar chord diagram for the E major chord (E4, F#4, G#4, A4, B4, E5). The piano accompaniment continues with the same rhythmic pattern.

F

The fourth system begins with a guitar chord diagram for the F major chord (F4, G4, A4, Bb4, C5, F5). The piano accompaniment continues with the same rhythmic pattern.

D.S. al Coda

The

Coda

Ha- ha! —



Wel - come!

WE'RE NOT GONNA TAKE IT

Words and Music by
PETER TOWNSHEND

Fairly Bright (In Four)

mf

Wel-come to the camp,— I guess you all— know why— we're here.

My name is Tom - my, and I be - came a-ware— this year.

If you— want to fol-low me, You've got to play— pin - ball,— And

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put in your ear plugs, Put on your eye shades, You know where to put the cork!

Hey, you,— get-tin' drunk,— so— sor-ry, I've got you sussed!—

Hey, you,—smok-in' moth-er na-ture, This is a bust! Hey, hung up old

Mis-ter Nor-mal, Don't try to gain my trust, 'Cause you ain't gon-na fol-low me

an-y of those ways, Al - though you think you must.

We're Not Gon-na Take It!
(Whispered)

We're Not Gon-na Take It! *We're Not Gon-na Take It!*

We're Not Gon-na Take It! *We're Not Gon-na Take* *Optional falsetto - - - - -*

It; Nev-er did, and nev-er will. *We're Not Gon-na Take*

The musical score is written for guitar and voice. It features a key signature of one sharp (F#) and a 4/4 time signature. The guitar part includes various chords: C major, G major, F major, and C major with a natural 7th (C7). The vocal part includes lyrics and a falsetto section. The score is divided into systems, with guitar chords indicated above the vocal line and piano accompaniment below.

G F C Bb

It; Gon-na break it! Gon-na shake it! Let's for - get it, bet - ter

G C F C G C F C

still!

G C G

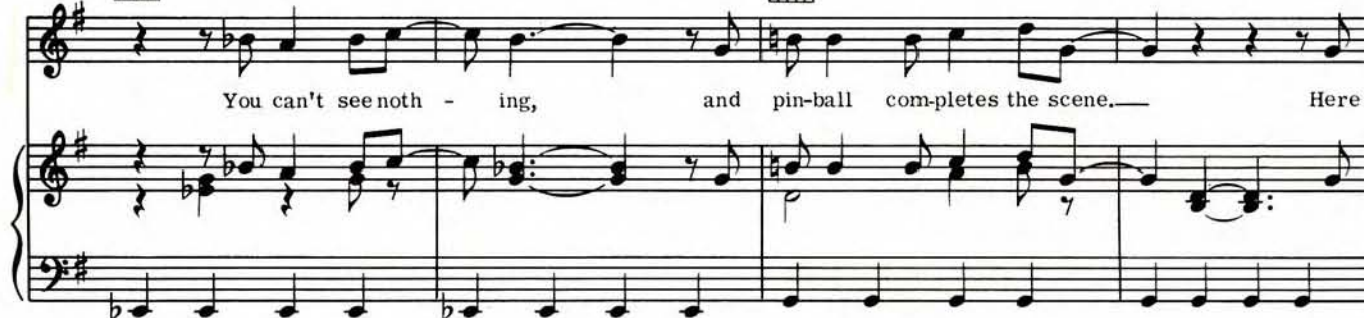
Now, you — can't hear — me, Your ears are tru - ly sealed, —

F Em

You can't speak ei - ther, 'Cause your mouth — is filled, —

You can't see noth - ing, and pin-ball com-pletes the scene.— Here



Falsetto - - - - -

comes Un-cle Er - nie to guide you to— your ve - ry own ma-chine.



We're Not Gon - na Take It! We're Not Gon - na Take It!



We're Not Gon - na Take It! We're Not Gon - na Take It!



Falsetto - - -

We're Not___ Gon-na Take___ It; Nev-er did, and nev-er will.____

Don't want ___ no re - lig-ion,___ And a far as we can tell____

We ain't___ gon-na take___ you; Nev-er did, and nev-er will.____

We're not___ gon - na take___ you, We for - sake you! Gon -na rape you! Lets for-

get you, bet-ter still!

We for - sake you! Gon - na

poco rit.

rape you! Let's for - get you, bet-ter still!

From The Rock-Opera "TOMMY"

SEE ME, FEEL ME

(Finale from We're Not Gonna Take It)

Words and Music by
PETER TOWNSHEND

Rubato

See me, feel me, touch me, heal me.

See me, feel me, touch me, heal me.

See me, feel me, touch me, heal me.

See me, feel me, touch me, heal me.

06421-2

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poco cresc.

mf

List-'ning to you — I get the

mu- sic; Gaz-ing at you — I get the heat; Fol-low-ing you — I climb the

moun- tain; I get ex - cit - ment at your feet! — Right be- hind

you I see the mil - lions; On you I see the glo - ry; From

you I get o - pin - ions; From you I get the sto-ry.

D, S. and fade

Guitar chord diagrams (from left to right):

- B
- A
- C
- A
- E
- A
- C
- G
- D
- B
- B7sus
- A
- C
- A
- E
- A
- C
- G
- D
- B

"Among these more sophisticated is The Who, and they've written a rock opera called "Tommy," as yet unstaged but when that is done and it would be pretty silly ... to do it ... the excitement will leave such half-hearted rock operations as "Hair" and "Your Own Thing" to the Nehru-jacketed audiences they deserve."

Martin Gottfried
WOMEN'S WEAR DAILY

"In rating overall performance, The Who have come up with a precedent setting album. It is something that is done extremely well in all aspects. We can hope for a full dramatic production of it. Perhaps "Tommy" will lead to a new area of musical expression. It certainly has combined the classical form of the opera with the musical form of contemporary rock. That's the first stop."

Stu Ginsburg

Deaf Dumb and blind boy
He's in a quiet vibration land
Strange as it seems his musical dreams
Ain't quite so bad.

Ten years old
With thoughts as bold as thought can be
Loving life and becoming
In simplicity.

Sickness will surely take the mind
Where minds can't usually go.
Come on the amazing journey
And learn all you should know.

A vague haze of delirium
creeps up on me.
All at once a tall stranger I suddenly see.
He's dressed in a silver sparkled
Glittering gown
And His golden beard flows
Nearly down to the ground.

Nothing to say and nothing to hear
And nothing to see.
Each sensation makes a note in my symphony.

Sickness will surely take the mind
Where minds can't usually go.
Come on the amazing journey
And learn all you should know.

His eyes are the eyes that
Transmit all they know.
Sparkle warm crystalline glances to show
That he is your leader